

# Home assignment: Peer Feedback DL 25.11.2019

- Read **two** of your peers' course plans and give written constructive feedback on them. **See the feedback chain to whom you give feedback:**

WHO	TO WHOM	WHO	TO WHOM
Namkyu	Saara, Edris	Anahita	Djebar, Ivan
Saara	Sebastian, Djebar	Juuso	Pantelis, Namkyu
Sebastian	Namkyu, Jussi	Pantelis	Aqdas, Saara
Nicklas	Edris, Maaria	Aqdas	Samuel, Sebastian
Edris	Caterina, Anahita	Samuel	Hanna, John
Caterina	Tarik, Samuel	Hanna	Linh, Silvan
Tarik	Zachary, Hanna	Linh	Jari, Michael
Zachary	Ivan, Linh	Jari	Juuso, Niina
Ivan	Nicklas, Jari	John	Niina, Aqdas
Djebar	Jussi, Caterina	Michael	Silvan, Pantelis
Jussi	Maaria, Tarik	Silvan	Michael, Juuso
Maaria	Anahita, Zachary	Niina	John, Nicklas

# When you give feedback:

- **Pay attention to constructive alignment:** Can you see the connection between ILOs (intended learning outcomes), assessment methods, content, used materials?
- **Read the ILOs (intended learning outcomes):** Are they written from students' perspective? Do they state the level of knowledge / skill (e.g. Bloom taxonomy) student should achieve?
- **Assessment methods alignment with the learning outcomes:** Do they measure the achieved learning outcomes or something else?
- **Teaching methods:** Are they planned to support achieving the learning outcomes? Is there something that should be considered when using such methods?
  
- Give feedback in a written form.

This might be helpful:

# Assessment matrix for the course plan

	Not passed	To be completed	Accepted
Curriculum work	No connection to curriculum level planning (course connection, description of programme).	The level of the course is mentioned and also the programme but a more detailed description of course connections is missing.	Course connections are described (on which module course belongs to, connections with other courses, previous knowledge required and what knowledge does this course offer to other courses)
Learning outcomes	No description of learning objectives/outcomes or the outcomes are described so that they are not understandable.	Learning outcomes are written but are not at the right level or are not described (listing is not enough)	Learning objectives are well thought to support students learning.
Assessment	There is no description of assessment or the assessment is not aligned with the learning objectives set for the course. Assessment is not transparent.	Assessment is described partly but there are assignments that are excluded. The assessment methods cover the set learning objectives only partly.	Assessment methods are well thought and they support learning objectives. Assessment is continuous and aims to develop students' skills.
Teaching methods	There is no description of teaching methods or the connection between the methods and assessment with learning objectives is missing.	Teaching methods are varied but the connection to learning objectives and assessment is missing. Variation of teaching methods may also be too much.	The selection of teaching methods is described and adjusted with the assessment and learning objectives. There is variation of teaching methods.
Workload and time allocation	Workload (for students and teacher) is not calculated.	Workload is calculated but there are some important parts missing or the workload is not calculated realistically.	Workload is realistic and well calculated so that it enables the students to pass the course in given time frame.
Feedback	No evidence of student feedback.	Feedback is collected but there is no evidence of how it is used in developing teaching.	Using several channels to collect feedback. Feedback is used during the course and it aims to develop both students learning as well as the course itself.